DOCUMENT RESUME

ED 143 914 CG 011 690

AUTHOR McVey, Ronald F.; Naun, Ruth A.
TITLE Paraprofessionals--Changes in Minority Group Women After Four Years of College.
PUB DATE [74]
NOTE 12p.; Not available in hard copy due to marginal legibility of original document.

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Behavior Change; *Career Opportunities; Counseling; *Ethnic Groups; *Females; Interpersonal Competence; *Minority Groups; Motivation; Paraprofessional Personnel; *Personality Change; Personal Values; Research Projects

ABSTRACT

Sixteen minority group women, who attended college for four years in a career opportunity program, were measured by the California Psychological Inventory (CPI) before and after their college experience. Results indicated positive personality changes on all 18 CPI scales, with significant positive changes at the .05 level on five of these inventory scales. The present results indicate that after four years of college, minority group women, receiving individual and group counseling and special support services, seemed to have developed enhanced feelings of intrapersonal and interpersonal adequacy; a stronger sense of values and a greater acceptance of value differences; an increased motivation for intellectual efficiency; and increased sensitivity and responsiveness to others. Author)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED143914

CAPSULE STATEMENT

Sixteen minority group women, who attended college for four years in a career opportunity program, were measured by the California Psychological Inventory (CPI) before and after their college experience. Results indicated positive personality changes on all 18 CPI scales, with significant positive changes at the .05 level on 5 of these inventory scales.

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Ronald E. McVey

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

BEST COPY AVAILABLE

HARD COPY NOT AVAILABLE

CG 011690

ED143914

PARAPROFESSIONALS - CHANGES IN MINORITY GROUP WOMEN AFTER FOUR YEARS OF COLLEGE

Ronald F. McVey - Department of Counseling, John Jay College of Criminal Justice

Ruth Ann Naun - Counselor - Briarcliff Manon Schools, New York

INTRODUCTION

One important program that evolved from the antipoverty legislation to help underpriviledged and poor people of the 1960's and 1970's escape from poverty was the New Careers Program. This program was concerned with providing a career ladder for the disadvantaged, where one might begin in a non-professional job and move on to a career as a professional (Pearl & Riesman, 1965). This New Careers Program, however, was not thought to be a short term, simple program to implement; Riesman (1969) proposed that it would take a number of years to complete. He suggested that the selected paraprofessionals function at entry-level positions and be given training as teacher aides and that, while on the job, these aides acquire further training and also obtain higher education in college. This education would enable the aide to move up this career ladder which required higher levels of skills and responsibility; and that the job experience, combined with the on-the-job training and a college education would lead to a college degree in a relatively short period of time.

Such a program did exist in the New York City school system, and there were four rungs to the career ladder:

First: Educational aide or trainee, which had a two week training period, and entailed clerical and custodial duties.

CG 011690

Second: Educational assistant, which required 60 college credits beyond the high school or equivalency diploma or involved assisting the classroom teacher in instructional activities.

Third: Educational associate, which required 60 college credits and two semesters experience as an educational assistant with increasing instructional responsibilities and decreasing supervision.

Fourth: Assistant teacher, which required 90 credits and two semesters of experience as an educational associate. In this instance a person initiated and assumed responsibility for teaching functions with minimal direction.

With this career ladder model as a guide, one private university in New York City, in accord with the Career Opportunities Program of East Harlem Model Cities, established a training program for auxiliary personnel already employed and living in this area. Auxiliary school personnel, who choose to do so, were given the opportunity to advance vertically and horizontally along the career ladder in the public schools while they completed an educational program over four years, leading to a Bachelor of Science degree in Education and state certification as a teacher.

Besides the college degree and state teacher certification, the college had other goals for the paraprofessionals as expressed by Klopf, Bowman & Jay (1969); namely, to provide the paraprofessionals with opportunity for:

1) Becoming committed to learning and to developing new competencies.
2) Becoming aware of one's self and others' perception of self.
3) Experiencing and practicing new behaviors and skills.

The purpose in preparing this study was to measure the personality behavioral changes that took place in the paraprofessionals who were enroll-

ed in this career ladder program over a four year period.

The California Psychological Inventory (CPI, Gough 1964) was the instrument used to measure the change in the subjects. It was chosen because it included many of the dimensions of personality and behavior which the program hoped to influence over a four period in college. Described as a measure of favorable or positive aspects of personality, it has been designed especially for use with normal subjects.

Therefore the present investigation sought to determine the effects of such training and education on CPI scale scores. Specifically, it was hypothesized that women paraprofessionals enrolled in a college program over a four year period would demonstrate significant changes in scores on the CPI.

METHOD

Subjects

The subjects in this study were 16 adults randomly selected from 30 paraprofessional college students (Black and Puerto Rican) all over 21 years of age who worked in the New York City Public School System and were recommended by their local Public School Board to take part in this Career Opportunity Program.

Remedial courses were offered by the college in the summer before the first fall semester in an attempt to upgrade the reading, writing and math skills of all of the participants. Then for the first semester of their college program, the paraprofessionals were kept together and taught in two separate groups in an attempt to ease them into college life. It was presumed that this unity would ease anxiety and encourage academic success. They

were also taught by professors who were considered to be responsive both to the program and to the participating paraprofessionals. (This special programming was necessitated because the paraprofessionals were only given later afternoon hours off from their regular school-work assignments and the college had to plan a viable program convenient for all participants).

A counselor was also assigned to the group. His job was to motivate the individual and the group, help them with psychological and practical adjustment problems (Brandenbury, 1974), encourage them to persevere and, in general, be available whenever they requested his advice or help.

Counseling was made available for the paraprofessionals on a weekly basis throughout the first year; monthly counseling meetings were held during the second year, (though individuals could seek help or advice at any time), and throughout the third and fourth year of the program scheduled counseling sessions were held only once a semester.

At the start of the third year, the paraprofessionals were no longer taught in separate groups. From then on they joined the regular student body, choosing courses as they wished - provided they stayed within the guidelines of their education major and fulfilled the basic requirements needed for graduation.

Extra tutoring was always available to the paraprofessionals upon request, in any subject area, on an individual or group basis throughout the first two years of the program. Thereafter, special arrangements were made, if necessary, to help those who felt they needed tutoring.

INSTRUMENT

The California Psychological Inventory (CPI; Gough 1964) was constructed to measure particular characteristics of personality that are believed to be

of importance for social living and social interaction. The inventory focuses on the favorable or positive aspects of personality rather than the pathological, and it consists of 480 true-false items (including 12 duplicates) yielding scores for 18 scales. Each scale measures one important facet of interpersonal psychology, and the total 18 scales are designed to provide a comprehensive survey of an individual from the point of view of social interaction.

These scales are grouped into broad classes or categories that include measures of (I) social skills (poise, ascendancy, and self-assurance) and feelings of intra- and inter- personal adequacy: (II) socialization, maturity, and responsibility (dispositions to observe or reject social norms and values); (III) achievement potential and intellectual efficiency; and (IV) intellectual and interest modes. Three scales (Gi, Wb, Cm) are validity scales and attempt to assess response bias and dissimulation. Research studies cited and reviewed in the test manual (Gough 1964) suggest that this instrument is a reasonably valid and reliable personality inventory.

PROCEDURE

The 16 subjects were randomly chosen and given the California Psychological Inventory during their first and last terms at the college. During that four year period, along with their regular course work, they received remediation, tutoring, and counseling as they needed it. Every effort was made to accommodate these students. Advice was offered on how to help their families adjust to the change in family life with college attendance; support was offered when individual and personal problems arose; and encouragement and praise were offered as each semester was successfully completed. In general, the program attempted to educate paraprofessionals while at the same time attempting to foster their

psychological growth, to increase their responsibility, to improve their ability to interact with others, to increase their self appreciation, and to develop in them a greater interest in learning.

RESULTS AND DISCUSSION

Table 1 presents means and standard deviations for the experimental group on pre and post tests and the results of two-tailed tests of significance of differences between means. Mean group scores changed in a positive (higher) direction, following four years of college, on all 18 CPI scales; and statistically significant changes ($p < .05$) were observed on 5 of these scales.

Mean scores of the group changed significantly in a positive (higher) direction on the CPI scales that purport to measure the following personality characteristics as described in the test manual: (DO) dominance, leadership ability, persistence, and social initiative; (TO) permissive, accepting, and non-judgmental social beliefs and attitude; (AC) interests and motivations that facilitate achievement in any setting where conformity is a positive behavior; (LE) personal and intellectual efficiency; (PY) interest in responsiveness to the inner needs, motives, and experiences of others.

The significant pre-post changes, after four years of college, seem to show that (Do) leadership ability can increase, while (To) tolerance or permissive, accepting behavior also increases significantly, as does (Py) psychological mindedness, or the responsiveness to others. Along with these, a college program seems to have helped improve (Ac) achievement via conformity as well as (Le) intellectual efficiency. This has important implications for higher education since it indicates what education can do to help women-especially minority group women-move into a professional field.

These results, of course, are limited to a specific population, participating in a particular four year college program, facilated by individual and group counseling. Furthermore, when reviewing these results, it is important to note that considerable intercorrelation exists among some of the CPI scales, which could tend to exaggerate the occurrence of significant results. Replication, therefore, is necessary both for increased confidence in these findings and for advancing the upward mobility of minority group women into our society.

Future research in this area must answer a number of questions. That positive changes take place for paraprofessionals, as a result of colleges experience, is not sufficient. Future studies must identify those factors which directly contribute to change, and single out those individuals who benefit most from each separate experience as indicated by D'Augelli and Danish (1976). Finally, researchers must investigate whether any personality changes that take place for minority group women continue over longer time periods.

The present results indicate that, after four years of college, minority group women, receiving individual and group counseling and special support services, seemed to have developed enhanced feelings of intrapersonal and interpersonal adequacy; a stronger sense of values and a greater acceptance of value differences; an increased motivation for intellectual and academic activities and achievements; higher levels of personal and intellectual efficiency; and increased sensitivity and responsiveness to others.

Table 1 - Means, Sigmas, and Significance of Difference between Means of CPI for Experimental Groups

CPI Scale	Experimental Group (n=16) Pre-College M	Pre-College SD	Post-College M	Post-College SD	t
Dominance (Do)	45.88	4.15	54.62	4.99	2.89*
Capicity for status (Cs)	39.94	9.46	45.44	4.04	1.50
Sociability (Sy)	46.06	6.37	52.44	4.26	1.96
Social presence (Sp)	42.75	6.25	49.12	4.57	1.94
Self-acceptance (Sa)	51.62	4.89	55.38	5.18	1.19
Sense of well-being (Wb)	36.19	12.14	43.38	7.70	1.62
Responsibility (Re)	36.94	4.53	41.94	5.36	1.59
Socialization (So)	43.50	8.63	47.75	9.20	1.01
Self-control (Sc)	43.88	5.54	48.75	4.07	1.57
Tolerance (To)	39.62	8.39	40.19	5.72	2.55*
Good Impression (Gi)	43.62	5.95	41.31	8.11	1.52
Communality (Cm)	47.94	4.39	48.38	3.08	0.16
Achievement via conformance (Ac)	44.81	8.91	53.38	8.41	2.06*
Achievement via independence (Ai)	38.81	3.94	43.69	5.78	1.57
Intellectual efficiency (Ie)	37.44	6.70	45.19	5.68	2.20*
Psychological-mindedness (Py)	45.12	2.58	51.06	4.32	2.26*
Flexibility (Fx)	39.00	2.67	40.12	3.40	0.45
Femininity (Fe)	52.38	3.86	51.69	2.16	0.28

REFERENCES

Brandenbury, J.B. "The needs of women returning to school." Personnel and Guidance Journal, 1974, 11-18.

D'Augelli, A.R., & Danish, S.J. Evaluating training programs for para-professionals and nonprofessionals: Journal of Counseling Psychology, 1972, 247-253.

Gough, H.G. Manual, California Psychological Inventory. Palo Alto, Calif.: Consulting Psychologists Press, 1964.

Pearls, A., & Riesman, F. New Careers for the Poor: The non-professional in human services. New York: The Free Press 1965.

Riesman, F. Strategies against poverty. New York: Random House, 1969.